DOCUMENT RESUME

ED 404 937 HE 029 952

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TITLE Problems, Solutions, and Benefits of Professional Development Schools as Perceived by University Faculty.
PUB DATE 96
NOTE 28p.; Paper presented at the Annual Meeting of the Mid-South Regional Education Research Association (Tuscaloosa, AL, November 6-8, 1996).
PUB TYPE Reports - Research/Technical (143) -- Speeches/Conference Papers (150)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *College School Cooperation; Educational Attitudes; Elementary Secondary Education; Higher Education; *Preservice Teacher Education; *Professional Development Schools; Program Development; Program Implementation; Teacher Educators
IDENTIFIERS Faculty Attitudes

ABSTRACT

This study surveyed college faculty about the establishment of professional development schools (PDSs) to raise the status of teaching as a profession and transform teacher education. A total of 58 faculty attending a conference sponsored by the Holmes Group Initiative on the development and implementation of PDSs completed a survey on the problems they had encountered in establishing PDSs, strategies they had used to overcome these problems, and the benefits of engaging in these endeavors. Ten categories of problems were identified: time constraints, conflicting demands, logistics, lack of commitment, lack of shared vision, mistrust, funding, external factors, rewards, and traditions. Various strategies were used to overcome these problems. The benefits identified in the establishment of PDSs included improved teaching and learning environments, personal and professional development, enhanced research opportunities, and improved relationships. Individual problems, strategies, and benefits are discussed in light of enhancing the development of PDSs. (Contains 18 references.) (MDM)

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Problems, Solutions, and Benefits of Professional Development Schools as Perceived by University Faculty

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A paper presented at the Annual Meeting of the Mid-South Regional Educational Research Association, Tuscaloosa, AL

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Problems, Solutions, and Benefits of Professional Development Schools as Perceived by University Faculty

Introduction

"When will teaching take its place as one of the learned professions ? This is a pressing educational question for the United States in the 21st Century "(Murray & Fallon, 1989, p. 5).

The desire on the part of teachers and teacher educators to raise the status of teaching to that of a profession has a long and continuous history (Murray & Fallon, 1989; Holmes Group, 1986). It is one of the focal points of the present educational reform movement which calls for a transformation of teacher education and schools at all levels. A fundamental cornerstone of such transformation is connecting the schooling of N-12 students with the education of teachers and the connecting of N-12 schools with schools of education (Holmes, 1995). One strategy for making these connections is through the creation of school/university partnerships. Such partnerships are built around varying sets of principles. There are numerous collaborative groups attempting such efforts (Goodlad, 1990; Glickman, 1993; Sizer, 1992).One of the most visible of these is a group of research institutions which initially called itself the Holmes Group (1990) and has recently adopted the name of the Holmes Partnership. A central strategy of the Holmes Partnership has been the establishment of Professional Development Schools (Darling-Hammond, 1994). Although diverse in structure, governance,

and operation (Fullan et al.,1996; Hardin & Kunkel, 1994), Professional Development Schools as conceptualized by the Holmes Group implies a partnership of equals focusing upon simultaneous improvement of both institutions with a common goal of improving schooling and teacher education. The Group has established the following guiding principles for these partnerships;

* teaching and learning for understanding
* creating a learning community
* teaching and learning for understanding for everybody's children
* continuing learning by teachers,teacher educators and administrators
* thoughtful,long-term inquiry into teaching and learning by school and university faculty working as partners
* inventing a new institution (Holmes, 1990, p.vii).

Underlying these principles is the belief that the establishment of Professional Development Schools (PDS) will help develop teachers who are "reflective practitioners" and schools and colleges that engage in reflection, inquiry, and experimentation (Dewaney, 1990). Developing these relationships places teachers in the role of clinical faculty members and as partners in the education of teachers, thus enhancing the creation of the career professional teacher (Zimpher, 1990) Such outcomes are perceived as an avenue for not only improving schooling but promoting the professionalization of teachers and teaching (Lanier, 1994).

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Professional Development Schools are being created on a national basis. Some problems have been identified in trying to create them. Among the most common are a lack of time, funding, and personnel resources, and conflicts in culture which inhibit communication and the ability of individuals to work together effectively (Ishler & Edens, 1994; Nystrand, 1991).

Since the publication of the first Holmes Group report, Tomorrow's schools(1990), two more publications, (Tomorrow's teachers (1992), and Tomorrow's schools of education (1994), have been published. All of these monographs continue to stress the importance and significance of Professional Development Schools. Some data dealing with the impact of these schools and the problems they have faced have been gathered and reported (Darling-Hammond, 1994; Fullan,1996) but no comprehensive study of Professional Development Schools created by members of the Holmes Group has been conducted to determine the problems encountered and benefits achieved. This study sought to identify these problems, solutions to them and the perceived benefits which have accrued.

Methodology

A survey was sent to all university faculty attending the 1995 Holmes conference in Washington, DC. Members of this faculty group were selected because they had a common understanding of the purposes of Professional Development Schools as proposed in the Holmes Group documents. As faculty, rather than administrators, I thought it was likely

they would be directly involved in the development and implementation of Professional Development Schools. There was no assumption that all respondents had developed their models in exactly the same manner. In fact diversity in developing such schools is a more appropriate assumption (Hardin & Kunkel, 1994). However, being a part of a group with an espoused set of principles concerning Professional Development Schools gave them a common understanding unique in nature which I thought might provide some consistency in knowledge and a common conceptual framework.

Respondents were asked to anonymously list the major problems they encountered, strategies they used to overcome these problems, and benefits of engaging in these endeavors. An initial mailing and a second reminder to nonrespondents were sent. A total of 58 individuals, representing 36 institutions, responded resulting in a return rate of 52 percent. I read all the responses dealing with problems, solutions, and benefits to get a "feel" for the data in its totality. Each response was organized into master lists for ease in analysis. I then examined the data and grouped them into categories of similarity. Frequency of items in each classification and percent of total were calculated for problems and benefits. The lists were then re-examined and organized into broad themes. After the problem categories were created, solution strategies were matched with them.

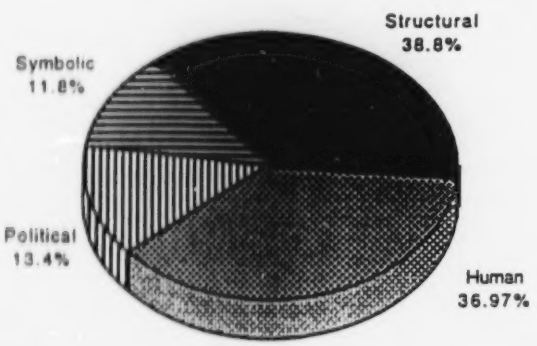
Problems and Solution Strategies

There were 119 responses identifying problems. The analysis of problems resulted in the identification of ten

categories. Continued examination of these categories led me to conclude that the categories matched the environmental frames identified by Bolman and Deal(1993). These authors suggest that all good leaders must examine their environments in terms of the realities within them and frame that reality into its parts in order to deal with issues in a meaningful manner. These frames are labeled as : Structural, Human, Political, and Symbolic. They are described within the findings reported. Problems were found in all four frames. They were mentioned most frequently in the Structural and Human Frames. These frames and the percentages of responses for each are displayed in Figure 1. The categories in each Frame are presented in Figure 2.

Figure 1

Percent of Responses in Environmental Frames Related to Problems in Implementing Professional Development Schools



**Total Number of Responses = 119

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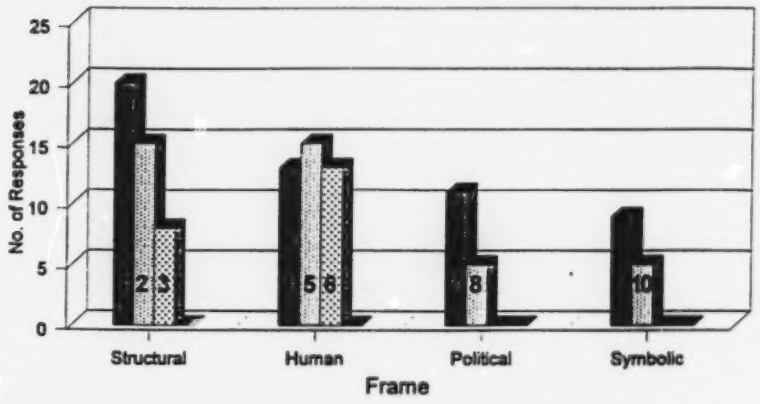
Figure 2

Percent of Problems of Professional Development Schools Relative to Each Environmental Fame



Categories for Each Frame

Frame	Category	Frame	Category
1. Structural	Time Constraints	6. Human	Mistrust
2. Structural	Conflicting Demands	7. Political	Funding
3. Structural	Logistics	8. Political	External Factors
4. Human	Lack of Commitment	9. Symbolic	Rewards
5. Human	Lack of Shared Vision	10. Symbolic	Traditions

The Structural Frame

The Structural Frame deals with the level of productivity in the organization. It examines issues such as coordination, rules, and goals and the extent to which work gets accomplished. There were three central categories of problems in the Structural Frame which appeared to be closely interrelated. They were: Time Requirements; Conflicting Demands; and Logistics. The most frequently mentioned aspect was the category of Time Requirements. Comments such as "this

is a time intensive task," "time-relationships need constant management," and "it takes time to build trust," were prevalent.

Strategies for solving problems related to time requirements were limited indicating that they continue to be barriers to success. For example, one respondent wrote," Just did it, but a continuing effort requires reduced loads."

A closely related problem, and the second category of problems in this frame, Conflicting Demands, dealt with the differning time schedules each group of faculty members had, and the fact that both groups were often overwhelmed with all that was being required of them. The issue of trying to schedule meetings everyone could attend seemed to be particularly difficult. Comments such as "school personnel are busy all the time," and "conflicting schedules make finding time to meet tough," were indicative of the statements made. Another underlying issue appeared to be that everyone felt overloaded with too many responsibilities and there were not enough faculty members either at the university or school sites to allow adequate opportunities to talk or even to schedule opportunities to do so. One comment which seems to capture the essence of the problem was, "Meeting both the expectations of the university and the collaborative expectations of the school," was the most difficult problem faced.

Among the most common strategies for dealing with scheduling meetings were to meet at times when neither group was involved in teaching or other work responsibilities, such

as on Saturday mornings, alternating meeting times to accommodate school and university teaching schedules, setting meetings one year in advance to promote participation to prioritize and plan, and scheduling university classes to allow professors larger blocks of time to work in the schools.

Respondents indicated that forming written contracts identifying roles, responsibilities and expectations and not "overselling PDS" has helped to set a more realistic agenda and has assisted in overcoming the problem of conflicting demands. Such actions have helped to make the problem more visible so that it could be discussed and shared. This in turn has helped groups and individuals to find solutions to deal with the problem. Including PDS activities as a part of faculty load, encouraging faculty to "double up" by matching their research and teaching agenda to their PDS work, working in schools where many faculty are graduate students, enrolling school faculty in graduate studies, and conducting joint research with teachers and graduate students, are ways in which human resources have been expanded. Providing release time for teachers and having a "liaison" or "person in charge" or having joint faculty appointments paid by both partners, has also helped alleviate time and conflicting demand problems.

The third category in the Structural Frame was Logistics. Problems in this category related to coordination and structural problems. Included were such things as having to travel long distances to get to sites, not having adequate

placement opportunities for students, not being able to accommodate all programs such as special education, or not having adequate quality placement sites because PDS sites were small. Strategies to alleviate these problems included limiting sites to one or two rather than working with a whole system or with varied sites that were widely geographically distant from one another, conducting university classes on-site, staying in a school for the whole day rather than shifting locations, and uniting with community agencies and organizations to expand research and placement opportunities.

A summary of the problems and solutions in the Structural Frame is presented in Table 1.

Table 1 Problems and Solutions in the Structural Frame Perceived by Faculty when Implementing Professional Development School

PROBLEM	Time Constraints	Conflicting Demands	Logistics
SOLUTION	Just do it.	Written contracts or agreements	On-site classes
	Schedule on common open dates	Blend with other teaching/research responsibilities	Block classes
	Alternative schedules to assist each group	Expand use of graduate students	Limit sites and locations
	Scheduling university classes in large blocks of time	Conduct joint research activities	Limit shifting of locations during the day
	Set schedules well in advance	Enroll teachers as graduate students	Unite with community agencies to expand research and placement opportunities
		Include PDS in faculty loads	
		Provide a liaison	
		Provide joint appointments	

The Human Frame

The Human Frame stresses needs and motives including levels of trust and commitment. There were four categories of problems in this frame; Lack of Commitment; Cultural Differences; Lack of Shared Vision; Mistrust. The problems and solutions are summarized in Table 2.

Table 2 Problems and Solutions in the Human Frame Perceived by University Faculty when Implementing Professional Development Schools

PROBLEMS	SOLUTIONS
Lack of commitment Cultural differences Lack of shared vision Mistrust	Expand communication Involve both groups in true shared-decision-making, planning, vision development, governance Keep everyone informed Conduct joint research, presentations

The first category within the Human Frame, Lack of Commitment, deals with the absence of a long-term commitment for this effort, particularly on the part of the university faculty. There were numerous comments related to this problem but little indication as to why such lack of commitment existed. It may be related to the second category, Cultural Differences. Problems related to the differences in the cultures of the school and university were prevalent in the data which included the identification of such factors as an action/reflection dichotomy, the differing emphasis upon research vs. practice, fear and lack of preparation on the part of teachers when dealing with research issues, and a lack of understanding of one another's roles. Typical comments were, "public school teachers are reluctant to relate principles and theories from the conceptual framework to actual practice in classrooms and schools," and " school

systems are wary of collaboration that includes research efforts." One respondent wrote, that these institutions had "no history of collaboration."

Cultural differences may be closely related to the third category of Human Frame problems, Lack of a Shared Vision. Respondents spoke of the "myopic view of administrators," and the desire of administrators to "control," rather than engage in "collaboration." There were numerous responses dealing with "working out differences in "pedagogy," and "philosophy." Respondents also wrote of the difficulty of developing "truly collaborative goals," which were not just the "P-12 agenda," or which were not geared toward "fixing the school."

Another problem in the Human Frame was the category of Mistrust. This was noted to be a particular problem on the part of school-based individuals and their perceptions of their university colleagues. Comments such as "general skepticism about the University," and "lack of trust for a variety of reasons including the 'expert model' that university people adopted several generations ago," and "public schools are often distrustful of university collaborative efforts," were typical of the responses in this category.

Solution strategies to overcome the four elements in the Human Frame: Lack of commitment, Cultural Differences; Lack of Shared Vision, and Mistrust, are so closely related that they are presented as a unit. They focus upon expanding communication and the strengthening of personal and

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organizational relationships. Responses stressed the need to involve both groups in true, shared decision-making, planning, and vision development. They emphasized the need to keep everyone informed through such means as retreats, newsletters, and meetings. "It has required immense effort involving teachers, administrators,faculty from the beginning, in all aspects: planning,implementation, governance,evaluation to overcome skepticism" is an example of the typical statements made concerning how respondents dealt with these problems in the human realm. Building one on one relationships by teaching classes together, visiting one another's sites as a team, engaging in joint research endeavors, and making formal presentations together, were reported as means of overcoming differences in the human frame of the environment.

The Political Frame

The Political Frame focuses on the issues of resources, control, and authority and their role in organizational functions. There were two problems identified in the Political Frame. The most pervasive was the lack of funding. I classified this problem in this category because it signifies the power within the political environment. Funds are controlled by those other than the PDS participants yet funds or lack of them have a major impact upon the capacity of these schools to function, particularly in the Structural Frame where time and personnel are critical to success. Stated one individual, "there is an inability to compensate teachers and school districts adequately for the services

they provide to the university. Said another, "There is a lack of financial resources to engage in more collaboration and strengthen the collaborative activities that we are already engaged in." Most respondents indicated that they were seeking or had acquired outside funding through grants. In a few instances a President or a Dean provided resources or personnel to assist and support the effort. Other respondents indicated that they circumvented the higher administrative levels by engaging in joint funding and cost sharing efforts between schools and departments or colleges. Sharing resources such as software, hardware, space, and other materials was also mentioned as a solution strategy.

The second category in the Political Frame was External Influences. Although not mentioned often in the data, it was included because of the profound impact such barriers seemed to have on PDS relationships. Among the problems cited were, "the standardized curriculum schools must follow," "state policies which designate which schools can be used as sites for student teacher placements," "the attitude towards teaching as a semi-profession," and "school dependence upon a tax levy just to remain financially afloat." Solutions to these types of barriers were to make PDS efforts as visible as possible in the hopes this would change the minds of those outside of the PDS environment. There was also recognition that these were long-term problems which might not be solvable by those involved in the PDS effort as evidenced by such statements as "no solution to this," and "this has not

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been overcome." The problems and solutions in the Political Frame are summarized in Table 3.

Table 3 Problems and Solutions in the Political Frame Perceived by University Faculty when Implementing Professional Development Schools

PROBLEM	Funding	External Factors
SOLUTION	Seek other funding	Make program visible
	Engage in cost and resource sharing	Continues to be a barrier
	Gain upper level administrative support	
	Make program visible to gain support	
	Continues to be a problem	

The Symbolic Frame

The Symbolic Frame examines the role of tradition and the symbols which transmit meaning to the organization and the individuals within it. There were two categories in the Symbolic Frame. The first and most prevalent was the lack of reward in the system particularly at the University level. The promotion and tenure process and the lack of visible recognition for these efforts at either site were noted throughout the data. For example, one respondent stated, "It is hard to get institutional support and rewards for what it takes." Another said, " Faculty are rewarded for publications, not work in schools." A third typical reply was, " There is no incentive for public school teachers to continue to collaborate over the long-term.

Strategies for overcoming these challenges were limited. A few respondents indicated that teachers were given reduced tuition waivers, that they held activities such as a special luncheon to honor participants. Some individuals stated that teachers were being paid for their participation.In the University context, there were responses indicating that the

University was beginning to promote, "community service," but there were no responses suggesting a fundamental change in the promotion/tenure requirements or process. A typical comment was, "we are working on providing incentives for all."

The second category in the Symbolic Frame deals with the historic and symbolic traditions of these institutions. Although these problems may appear to belong in the Human Frame, I placed them in the Symbolic area because they seem to be more a cultural ethic, than an individual motive. They spoke to me of the "way we do things." as an institution. They are transmitted in subtle ways, over time, and are comprehensive in nature. They represent a desire on the part of the institution to maintain itself and the status quo. Among the responses in this category were "bureaucratic structures of schools which block collaboration," "collaboration is artificial to the ways schools and university are used to working," and "breaking down the way we do things at the University. You can't simply transplant existing programs into school sites." Perhaps the concept and the problem are best summed up with this remark, "It seems that folks wish to embellish traditional patterns of cooperation and they are apprehensive to pursue a true synergistic, collaborative relationship that will need to evolve and develop over time as we explore how to work together differently."

Methods for overcoming these traditional ways of operating were tied to those strategies used to overcome

similar barriers in the Human Frame: sharing, discussing, developing one on one relationships. They are displayed in Table 4, along with the identified problems. There seemed to be a recognition in the responses, that this was a difficult issue which would require time and patience to change. Some of the respondents indicated they were taking a long-term developmental view through activities such as mentoring present doctoral students to "become clinical professors." and "training school administrators to become transformational leaders." One of the most comprehensive responses was, " I am struggling with this one. I keep reiterating the big picture such as 'we can't impose this, we have to reconstruct it." Another person said we must realize "we are planting seeds of change."

Table 4 Problems and Solutions in the Symbolic Frame Perceived by University Faculty when Implementing Professional Development Schools

PROBLEM	Rewards	Tradition
SOLUTION	Reduced tuition and waivers	Sharing, building one on one relationships
	Providing payment for participation	Taking a long term viewpoint and mentoring future faculty and teachers as clinical educators
	Rewards for community service	Training school administrators in transformative leadership
	Luncheons and other recognition activities	Thinking in term of long-term development and education
	Working on it	

Interrelating the parts

Although the problems and solution strategies identified in this study were presented as four themes, it is important to remember that they are in fact interrelated parts of a whole. Political control of funds and policies and procedures of those external to the PDS have a direct impact upon

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productivity and effectiveness. The lack of this support and the funding that goes with it has made it difficult for people to make time to engage in PDS activities, causing structural problems related to coordination of activities, and has affected their perceived capacity to do all that is necessary to succeed. Inadequate staffing at both institutions has caused logistic problems which in turn has hampered effectiveness. The reward system in place and the traditional roles and responsibilities of PDS participants have impacted on human capacity to successfully engage in these endeavors and on their level of commitment to do so. These factors may be part of the reason for the lack of commitment cited, particularly by university personnel. The lack of trust and understanding between and among school and university personnel is a direct result of the traditional separation which has existed over the years making both institutions and the people within them resistant to change.

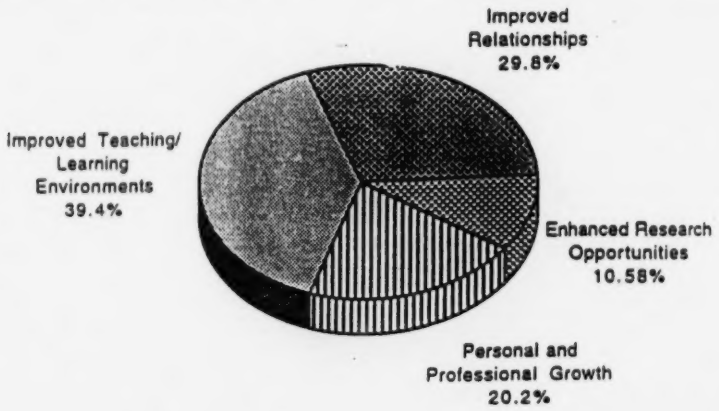
Benefits

Although numerous problems in implementing Professional Development Schools were reported, it appears that the solutions to these problems have been quite effective and many benefits has ensued from these efforts. There were 104 responses identifying a benefit. Thus there were almost as many benefits noted as there were problems (119). The first analysis identified eight benefit categories. All of these were maintained but I regrouped them into four broad theme areas of: Improved Teaching/Learning Environments; Personal and Professional Development; Enhanced Research

Opportunities: and Improved Relationships. The most often mentioned benefit was the improved teaching/learning environment. The relationships in terms of percentage of responses are depicted in Figure 3.

Figure 3

Percent of Perceived Benefits of Professional Development Schools Relative to Each Environmental Frame


Improved Relationships 29.8%
Improved Teaching/ Learning Environments 39.4%
Enhanced Research Opportunities 10.58%
Personal and Professional Growth 20.2%

**Total Number of Responses = 104

Improving the teaching/learning environment

The most often identified benefit of the PDS effort was the positive impact it is has had upon the teaching/learning environments of student teachers and N-12 students. However, there were twice as many comments made about the impact upon the curriculum and experiences of student teachers than about improving student experiences at the N-12 level. Since the respondents were university faculty, it is possible that they were more focused on these outcomes. It is likewise possible that a greater emphasis is being placed upon teacher training than upon improving K-12 schooling and that the PDS relationship is becoming a clinical teacher education

program, rather than a systemic change for school renewal at all levels. This finding bears further research.

The most common comments dealing with preservice teachers stressed the value of working in school-based "authentic" settings and the impact this has had on the student teachers and the teacher education program. Some comments relative to N-12 schooling included the individual help students received and the diversity of instruction provided. Among the most typical responses were, " Their students benefit from newer strategies introduced by ours "(students), and "More individual attention for pupils." There were many comments that combined both populations, that were general in nature, such as, " Better learning for students and preservice teachers," and "All students benefit." There were also responses which indicated that the effort was improving and changing schools and universities as a whole such as, "Schools are more interested in trying out new practices," "The curriculum is improving," and " We are learning about how to do things differently-things at the university and schools are actually changing."

Personal and professional growth and development

Respondents indicated that PDS experiences were avenues for personal and professional growth and development. Illustrative comments were, "teachers report a change in perspective and attitudes toward their jobs and their kids," and "teachers have renewed energy from cutting edge practice." They also noted that expanded inservice opportunities were being provided for school-based teachers.

From their own perspective, faculty stated that the experience permitted them to learn, as evidenced by such comments as, "We can learn from the teacher," we get "first-hand experience in school reform," and "These efforts keep me up to date in my perspectives on what is being done in schools." There were many comments about how the experience was helping them to "ground" their theory and "understand the field's priorities." They wrote of an increase in energy and excitement and of joint growth and learning. One of the most powerful of these statements was, "Learning by all parties. There is so much knowledge to share. Working across institutions produces great synergy and new ways of appreciating old issues."

Improved relationships

It appears that the solution strategies related to problems with trust and relationships between university and school faculty have had an impact. There were numerous remarks which stated that strong working relationships have been created. This includes such things as the sharing of resources, shared responsibilities and ownership for the training of new teachers, the recognition of the importance of both field-based and theoretical knowledge resulting in strengthening the bonds between theory and practice, and the existence of mutual respect between and among faculty at both sites. An added dimension was the expanded entrance of school faculty into programs of advanced study at the university. An added benefit of this dimension was that the credibility of the university faculty and the institution and the level of

trust on the part of school-based personnel was enhanced. A number of respondents indicated that these relationships provided substantial potential to change the culture of both organizations.

Enhanced research opportunities

Although one of the problems identified in this study was the difficulty in establishing research agendas, enhanced research opportunities were reported. The collaboration between teachers, graduate students, and university faculty was often cited as providing "rich research opportunities" for "substantial field based research," on "real world problems." Thus the activities appear to have enhanced research opportunities by connecting them to issues of import to practitioners and the field which has the potential for immediate and powerful applications.

Application of the findings

If Professional Development Schools are to be successful, they must begin to viewed as holistic, long-term endeavors. However, to accomplish the massive change which is required, it may be helpful to engage in a periodic assessment of the process and progress by examining the extent to which elements in the whole are operating successfully. It might be useful to initiate such a discussion by introducing the concepts inherent in each of the four Environmental Frames cited and then engaging in dialogue and reflection related to them using the findings of this study as a starting point.

Questions to assist in identifying problems might be:

Structural frame

1. What are the time demands upon us ?

2. What are the conflicting responsibilities and demands we face ?

3. Do we have any logistic problems ? If so what are they ?

4. What other structural problems do we have ?

Human Frame

1. Are we having difficulty getting long-term commitments from individuals or groups of individuals? If so how can we determine why ?

2. Are there relational problems between us ? What are they ?

3. Where are there areas of knowledge, philosophy, or responsibility where we lack in understanding and/or the ability to communicate ?

4. Do we have a common vision ? What is it ? If not, what is preventing us from forming such a vision ?

Political Frame

1. Who controls the funding and other resources ?

2. What funding and other resources do we need to operate sufficiently ?

3. What policies, standards, or procedures are hindering our progress ?

4. What external attitudes and policies are negatively impacting upon our ability to be successful ?

Symbolic Frame

1. Are reward and recognition systems consistent with our efforts ?

2. What traditional roles, responsibilities, traditions, procedures, and operations impede our capacity to function effectively?

As each Frame is examined it may be helpful to apply the following questions to create solutions.

1. What are some ideal solutions to this problem ?
2. What are possible solutions we could develop from these ideals ?
3. Should we consider short and long term solutions ?
4. What solutions will we begin with ?
5. What steps will we take to implement these solutions ?

In addition to identifying problems and solutions, it would be beneficial to also identify present and potential benefits. Such outcomes are often overlooked. Yet recognizing accomplishments can be a motivating factor in maintaining momentum to change (Fullan, 1993). Some questions to guide such a discussion are:

1. What are the most significant benefits of our partnership relative to
   a. relationships
   b. research opportunities
   c. personal and professional growth and development
   d. student achievement and growth
   e. other benefits
2. In what areas would we like to enhance these benefits ?
3. How might we achieve these benefits ?

Conclusion.

This study identified the perceived problems, solutions, and benefits of Professional Development Schools from the view of university faculty involved in the Holmes Group Initiative. Further studies including perceptions of teachers and school and university administrators might be very enlightening. Although findings are limited in terms of numbers of respondents, using the data to develop strategies for change by examining each of the four frames in one's own environment may prove to be a helpful planning guide. Such activities might also add to the data base on what is and what could be in terms of Professional Development Schools. Professional Development Schools hold great promise for bridging the gap between theory and practice, improving the education of teachers, enhancing N-12 stduetn learning, and strengthening the entire educational enterprise. They need to be studies more broadly and the findings of such endeavors shared more widely so that the full potential of this movement can be achieved. It is hoped that study will add to that goal.

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